

DAVINCI ACADEMY OF SCIENCE AND THE ARTS

DaVinci Academy of Science and the Arts

Progress Report 2013

Fred Donaldson

12/4/2013

This report contains charts and explanations on DaVinci Academy's academic and engagement performance over the last three years.

INTRODUCTION:

We would like to thank the State Charter Board for this opportunity to explain how our school is doing. We know that we have some areas to strengthen, such as graduation rate, ACT scores, and our virtual elementary program. We have plans in place to correct these areas. We would also like to share with the State Charter Board many of the great things our school has accomplished in regards to student achievement. Our purpose for this report is to show what areas are doing well and pinpoint the areas that need improvement. Again, we look forward to meeting with you and discussing what things are going well at DaVinci Academy and how we can improve to consistently meet the new and improved state standards.

Mission of DaVinci Academy Charter School:

1. Rigorous and diverse, project-oriented curriculum that will result in students who have the critical thinking, self-assured and creative problem-solving skills needed for the pursuit of higher education or career goals.
2. Providing a safe and supportive environment where the diversity and individuality is welcome and a motivation to become high-achieving, socially responsible citizens is encouraged through activities inside and outside the school.
3. Students, families, and educators working together as a team, with support from community to prepare DaVinci students for success in today's more global and complex society.
 - a. Offer programs that promote enthusiasm, exploration, and academic excellence, in an interdisciplinary curriculum that involves real-world experience and application.
 - b. Serve as a laboratory school to examine and develop new methods and materials in curriculum innovation/reform.
 - c. Serve as a model for private sector/public education partnership, including mentor and internship opportunities

STUDENT POPULATION DESCRIPTION:

On-Site Elementary

Grade	Ethnicity	Race	Low Income	SWD
K: 15	6 Hispanic, 9 Non Hispanic	15 White	10	2
1st: 15	4 Hispanic, 11 Non Hispanic	15 White	10	2
2nd: 19	3 Hispanic, 16 Non Hispanic	19 White	13	2
3rd: 19	4 Hispanic, 15 Non Hispanic	19 White	13	2
4th: 17	6 Hispanic, 11 Non Hispanic	17 White	10	1
5th: 22	3 Hispanic, 19 Non Hispanic	22 White	13	5
6th: 25	5 Hispanic, 20 Non Hispanic	25 White	13	2
Total 132				

Virtual Elementary

Grade	Ethnicity	Race	Low Income	SWD
K: 49	49 Non Hispanic	3 AS, 46 WH	7	2
1st: 63	4 Hispanic, 59 Non Hispanic	1 AS, 1 BL, 2 MU, 1 NH, 58 WH	4	2
2nd: 100	1 Hispanic, 99 Non Hispanic	1 AS, 1 BL, 3 MU, 95 WH	11	4
3rd: 100	5 Hispanic, 95 Non Hispanic	1 AS, 4 MU, 95 WH	9	10
4th: 92	2 Hispanic, 90 Non Hispanic	1 BL, 1 MU, 90 WH	0	4
5th: 70	1 Hispanic, 69 Non Hispanic	1 BL, 69 WH	9	1
6th: 58	0 Hispanic, 58 Non Hispanic	58 WH	2	3
Total 532				

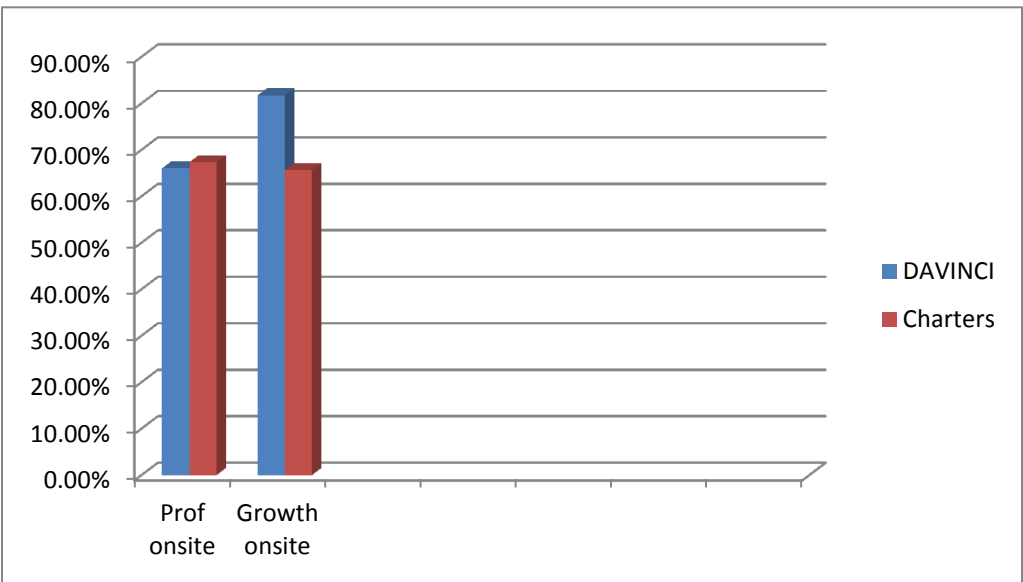
Secondary Students

	Ethnicity	Race	Low Income	SWD
7th: 72	9 Hispanic, 63 Non Hispanic	3 MU, 1 AS, 68 WH	35	6
8th: 69	19 Hispanic, 50 Non Hispanic	2 AS, 1 BL, 4 MU, 62 WH	43	2
9th: 94	21 Hispanic, 73 Non Hispanic	1 BL, 1 AI, 1 NH, 5 MU, 1 AS, 85 WH	47	15
10th: 77	14 Hispanic, 63 Non Hispanic	1 BL, 2 MU, 1 NH, 73 WH	30	9
11th: 64	9 Hispanic, 55 Non Hispanic	3 BL, 3 MU, 1 NH, 57 WH	32	16
12th: 50	7 Hispanic, 43 Non Hispanic	3 MU, 47 WH	15	12
Total 426				

SCHOOL ANALYSIS:

As we have examined our academic and engagement numbers comparative to the charter report, we have found several areas that we need to focus on. First we have found that our on-site students, students who come to the school 5 days a week, have shown tremendous progress in all academic and engagement areas. The charts below highlight this progress.

ON-SITE ACADEMIC SCORES COMPARED TO OTHER CHARTERS

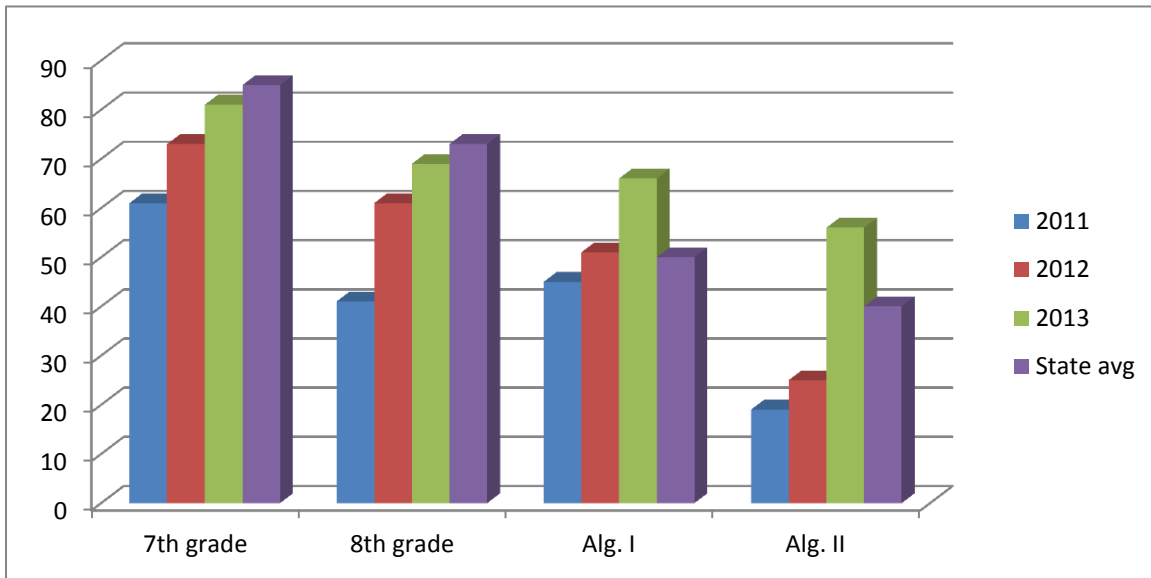


ON-SITE ENGAGEMENT SCORES COMPARED TO OTHER CHARTERS

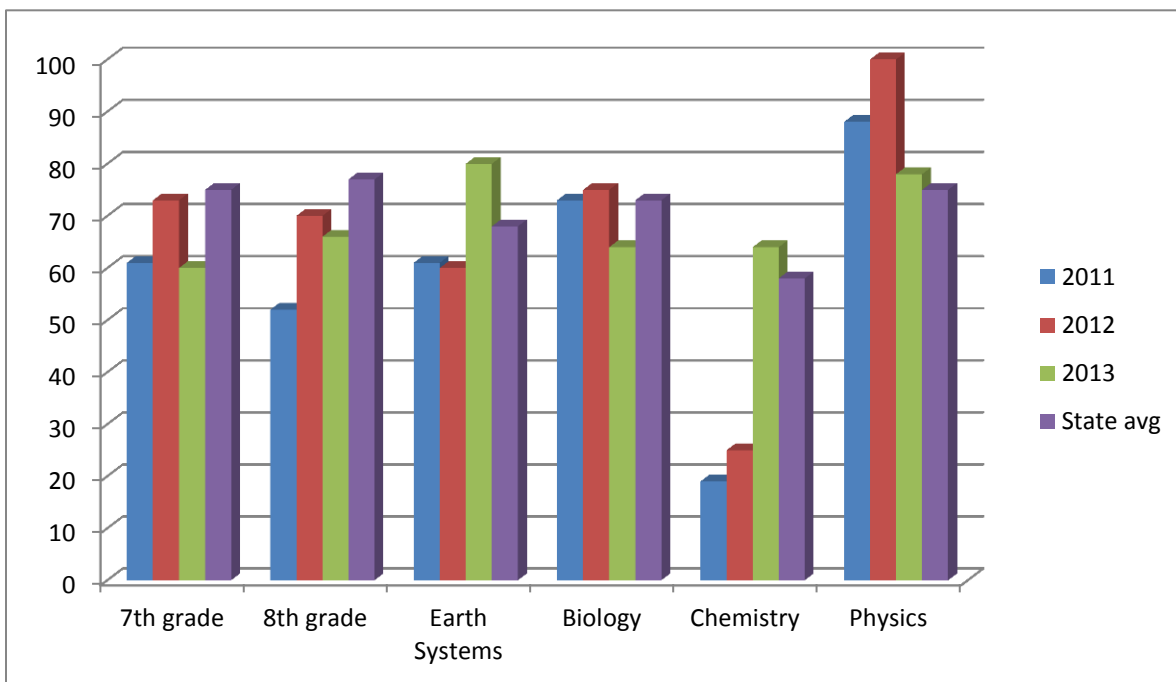


As these graphs demonstrate, our students who attend 5 days a week are performing at or above other charter schools in both of the charter metric categories of academics and engagement. The following graphs further emphasize student academic progress for our on-site students.

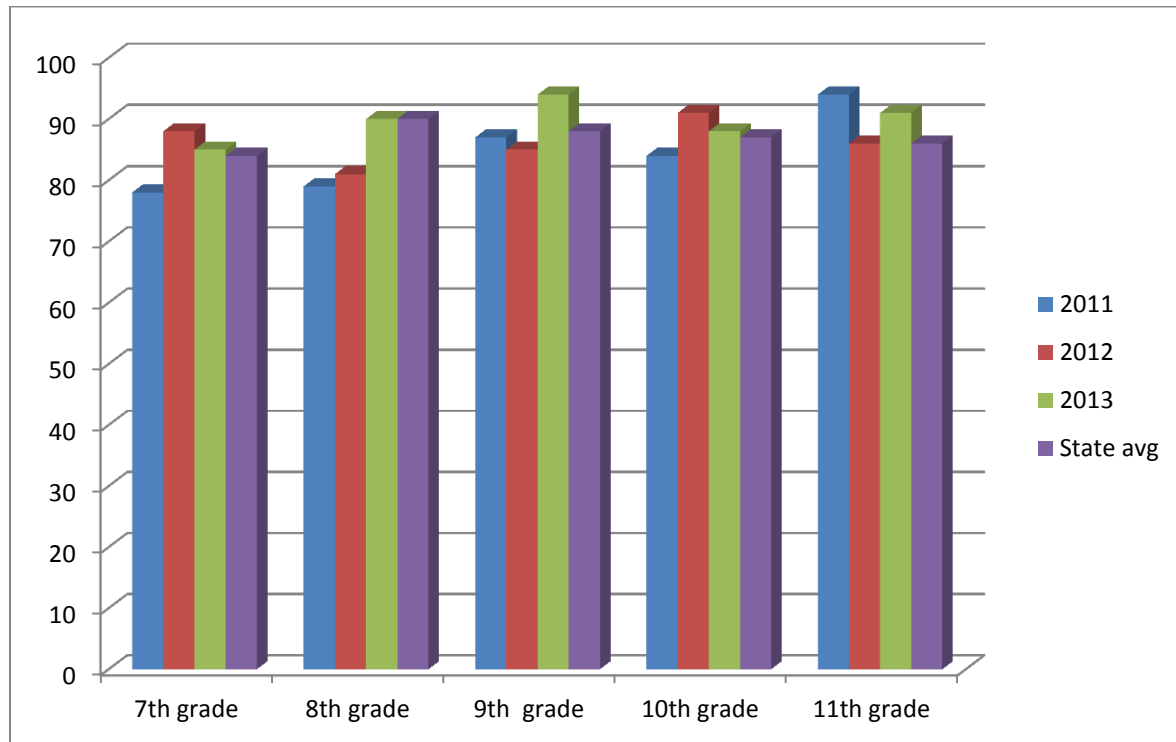
MATH CRT PROFICIENCY RATES OVER THE LAST THREE YEARS



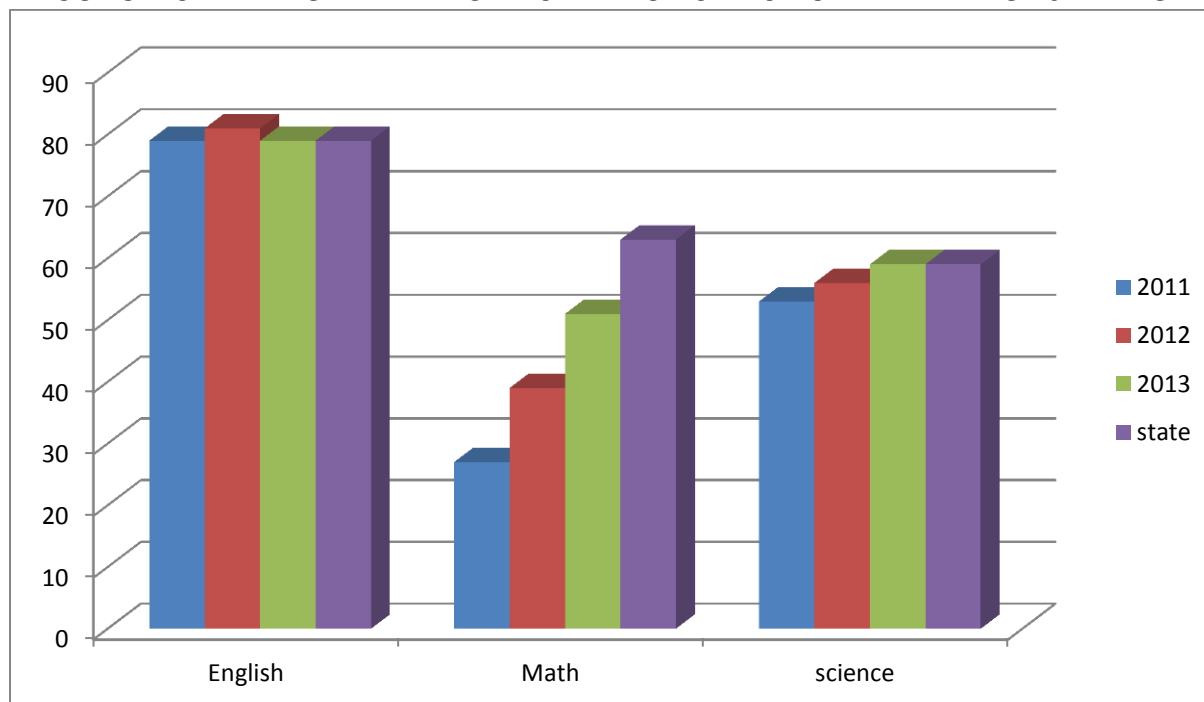
SCIENCE CRT PROFICIENCY RATES OVER THE LAST THREE YEARS



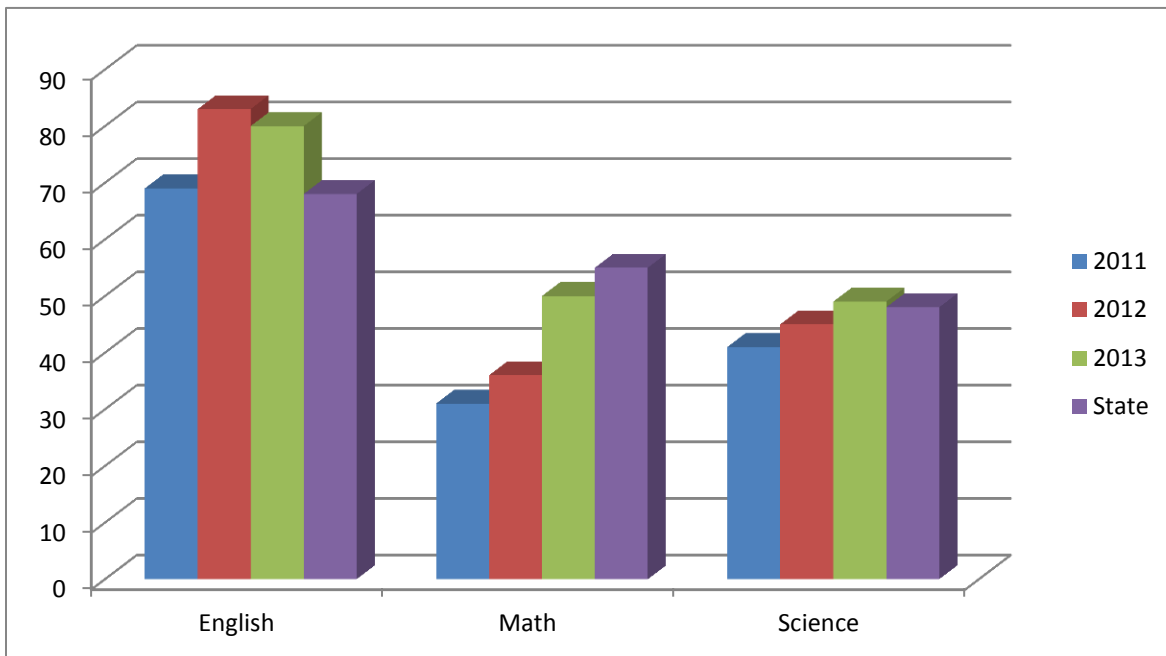
ENGLISH CRT PROFICIENCY RATES OVER THE LAST THREE YEARS



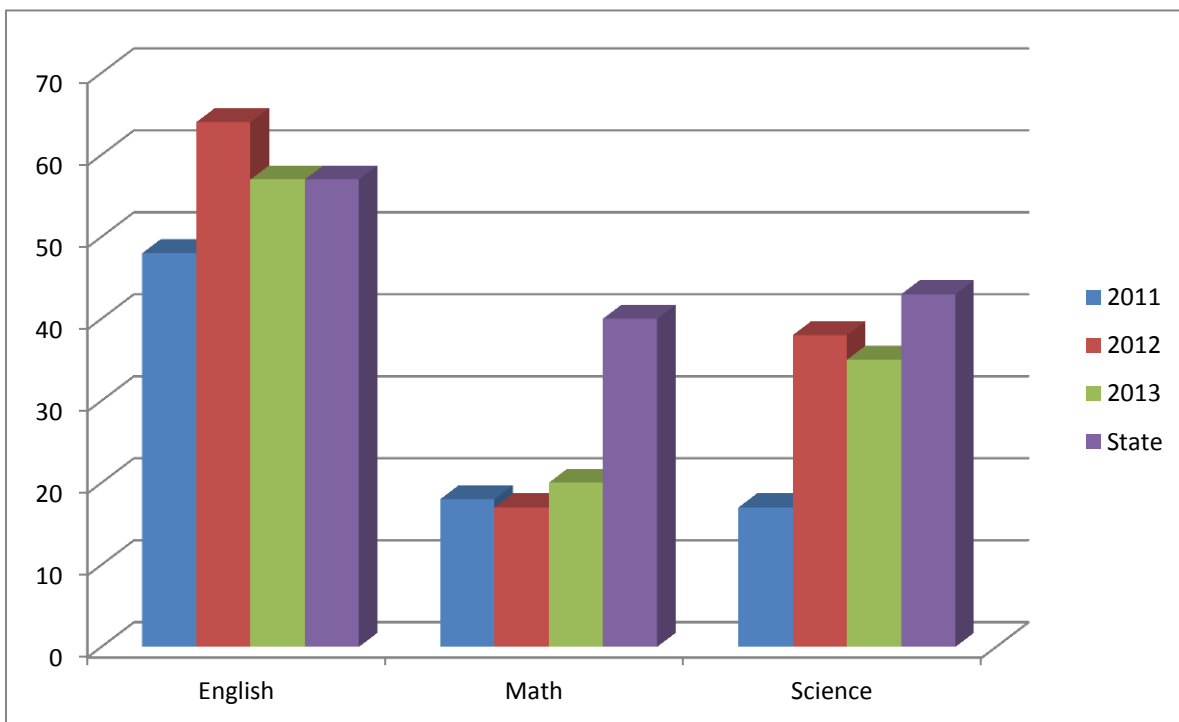
ECONOMICALLY DISADVANTAGED CRT PROFICIENCY OVER THE PAST 3 YEARS



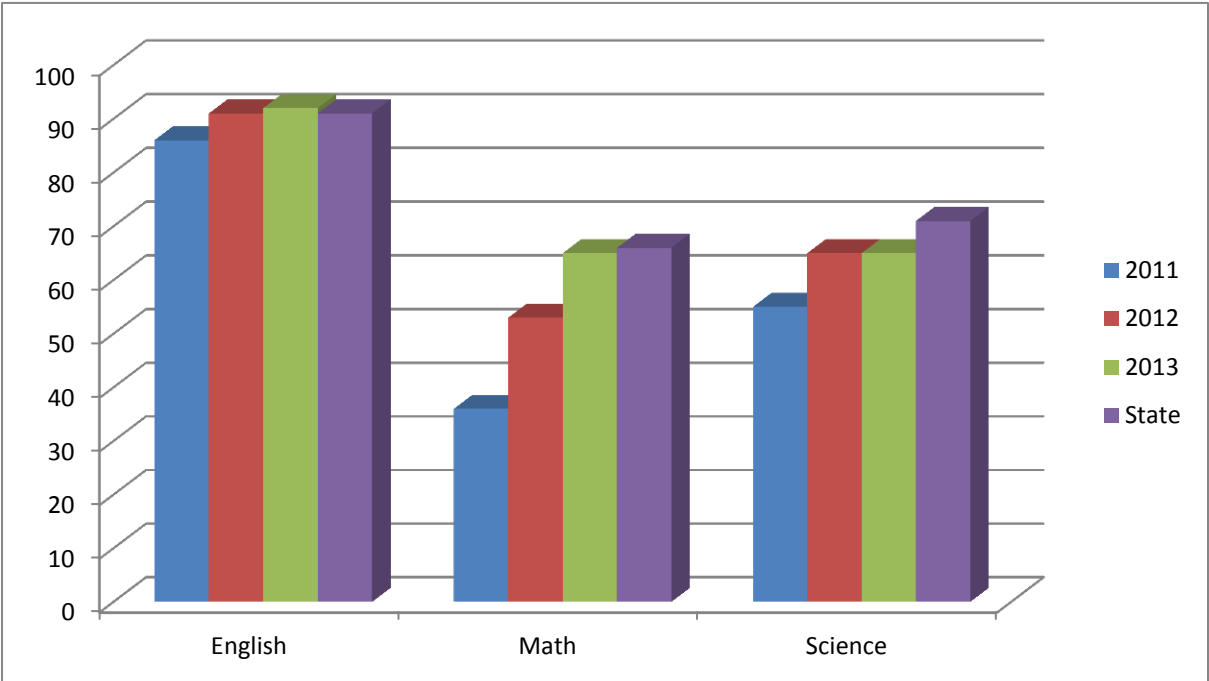
HISPANIC CRT PROFICIENCY OVER THE LAST THREE YEARS



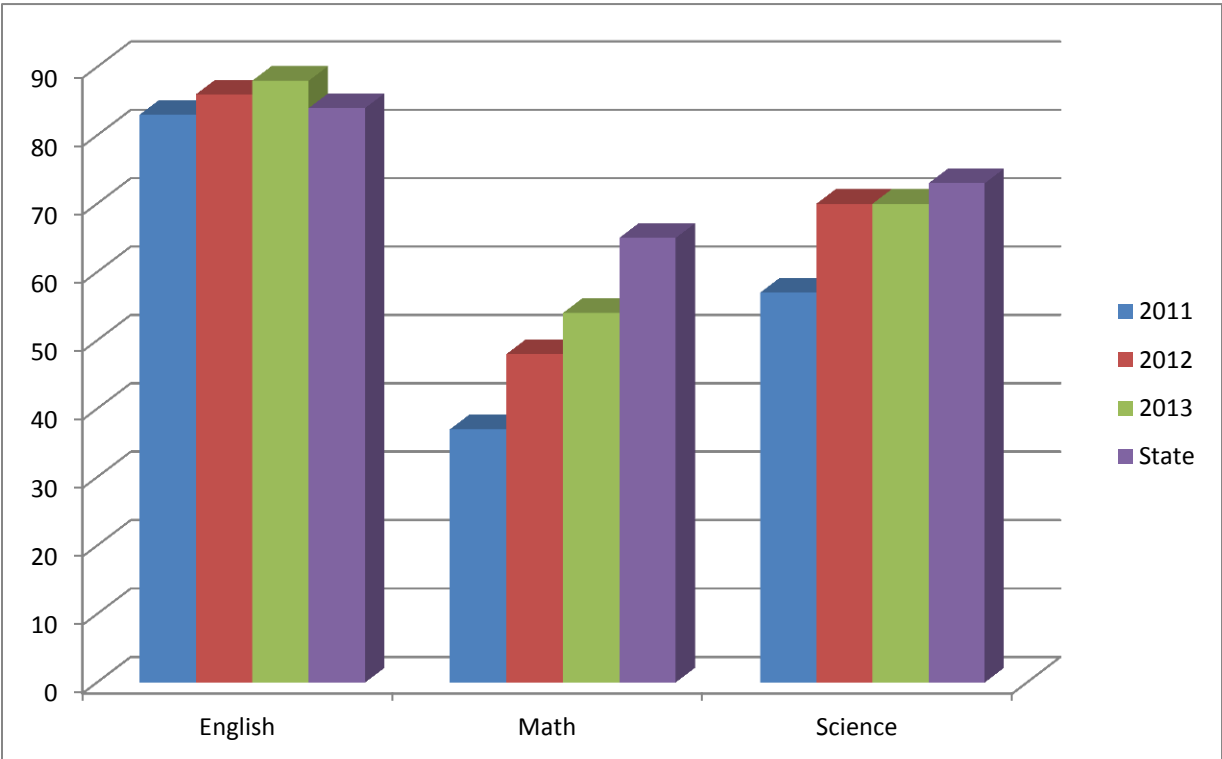
STUDENTS WITH DISABILITIES CRT PROFICIENCY OVER THE PAST 3 YEARS



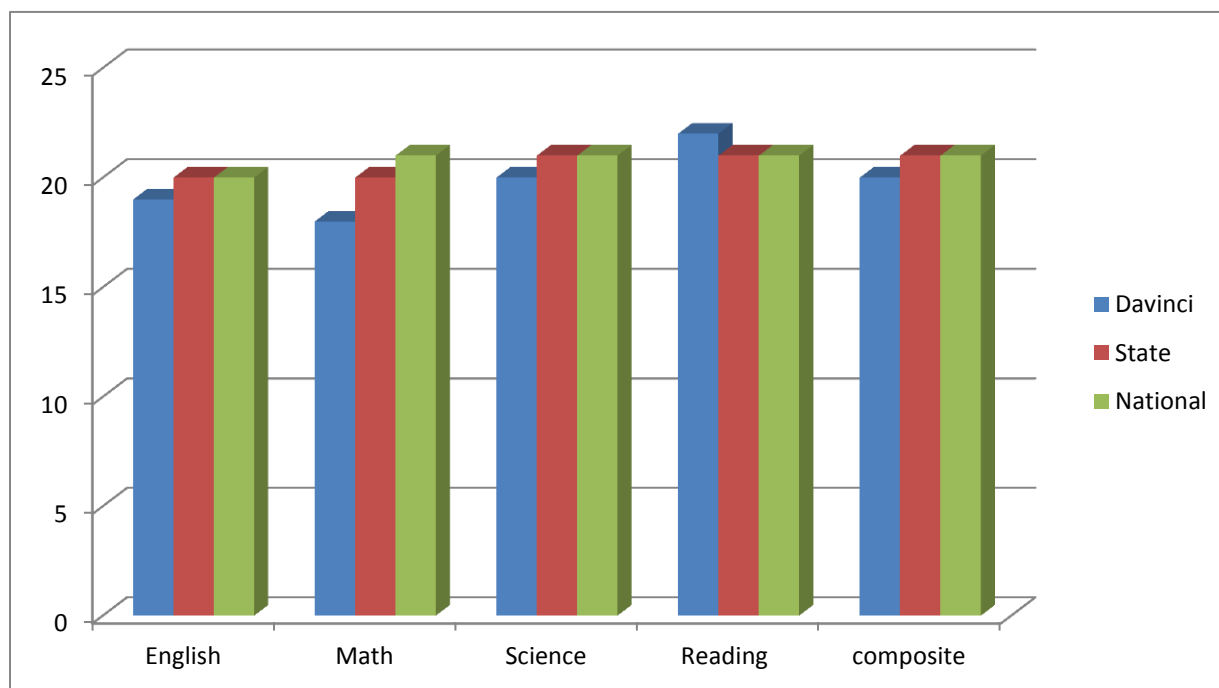
GENDER—FEMALE CRT PROFICIENCY OVER THE PAST 3 YEARS



GENDER-MALE CRT PROFICIENCY OVER THE PAST 3 YEARS



ACT 5-YEAR AVERAGE



As these charts demonstrate, our on-site secondary programs are showing progress from year to year. In Fact, our high school UCAS Report has our high school performing above state average for the second year in a row. Our on-site high school programs showed an 82% growth rate, which means the interventions and recovery programs our working for our students. However, in spite of these accomplishments we still have work to do on several key areas: graduation rate, ACT scores, and our virtual elementary program.

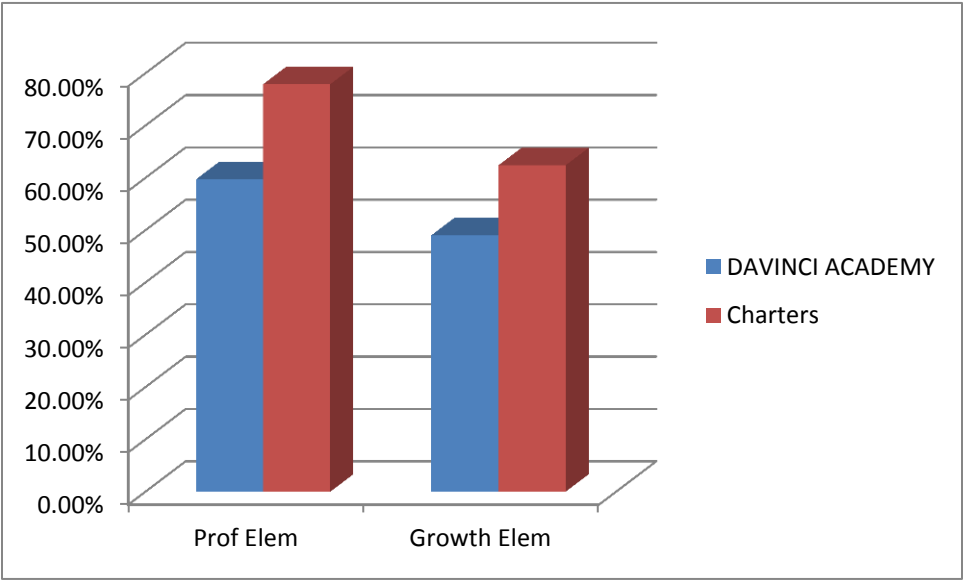
Our graduation rate has fluctuated since 2010 from 91.2% to 51% in 2013. Much of this fluctuation in our graduation rate over these past few years is a result of changing of how the state calculates graduates. Now that we understand how to correctly code students, we should show increased graduation rates in the next few years. We track our seniors who stay very carefully and assist them to meet our graduation requirements which require additional classes and projects in order to obtain a DaVinci Diploma. As we continue to accept high school students, who in many cases are several credits below where they should be, we will continue to offer supportive programs like senior capstone, online courses, and credit recovery programs to help our high school students meet and exceed state requirements for graduation.

Our ACT scores are lower on the Charter Report because we have been participating in the ACT pilot program for the last three years. This means that all or our 11th graders have had to take the ACT test, which is what we want. When we compare our students to other schools in the ACT pilot program, we find that our students did better or scored closer to the state and national averages (See 5 year ACT avg. chart above). Our ACT results are different because the ACT pilot program compares

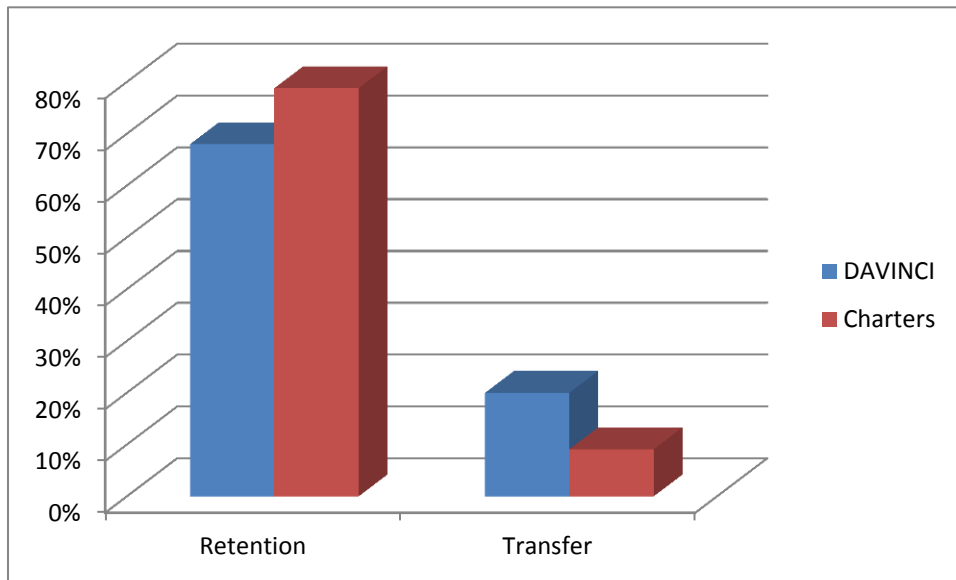
only those in the program with each other; whereas, the Charter Report compares the graduating cohort with our 11th grade scores. Based on these findings we have implemented a two prong approach; one, all of our 11th graders are required to take an ACT prep during the school day, and two, we are actively encouraging those 11th graders to re-take the ACT test their senior year if their score is below a 25.

After addressing these two on-site secondary issues, our greater focus needs to be on our virtual elementary program. Our virtual elementary students are performing way below state standards and are the main reason for our poor academic and engagement performance scores. The graphs below reinforce this observation:

VIRTUAL ACADEMIC SCORES COMPARED TO OTHER CHARTERS



VIRTUAL ENGAGEMENT SCORES COMPARED TO OTHER CHARTERS



Based on these observations, we need to do several things. First, we need to better inform our virtual elementary students about our expectations for performance. Second, we need to provide better interventions for those virtual students not meeting school benchmarks; which could include but not limited to after school homework labs, math and reading interventions at the school, or virtual tutorials. Then we need to better monitor our students' progress to ensure that they are improving just like we do for our on-site students. If they are not learning, then we need to provide extra supports or possible testing to see if there is a learning disability that is impeding their progress towards state standards. This is what we do very well with our on-site students, and as the graphs above showed, it is working.

NEEDED SUPPORTS:

1. We need a common Learning Management System (LMS) that will allow us to better communicate and teach all of our students. We have students that attend college classes for half the day and then have to rush back to school to attend some required classes. Having the ability to post lessons, materials, and communicate with students virtually will open up more opportunities for our students. It will also allow us the ability to track student progress and offer needed academic interventions when needed to our virtual community.
2. We need to train our teacher, students, and parents on this new LMS in order to deliver the curriculum more effectively to our students.
3. We need to hire more IT support staff to help train and manage the virtual program offering.
4. We need to continue to work with curriculum providers to allow their academic remediation programs, such as Read 180 or Math 180, to be delivered to offsite students.

GOALS OR ACTION PLAN:

1. Timeline for School action plan to procure needed supports identified in #4:
 - a. ASAP: Investigate more effective LMS student learning systems
 - b. January through May 2014: Improve needed interventions for virtual students not meeting state standards and benchmark these students once a month in SAGE tested courses to monitor progress.
 - c. By June 2014: Implement more effective LMS student learning system to manage virtual environment for student performance.
 - d. By August 2014: Hire two additional staff for LMS implementation and oversight
 - e. August of 2014: Train all staff on LMS
 - f. Fall 2014: Train all students and parents on new LMS in August
2. Provide assistance to students/teachers
 - a. Continue to use professional development money to send teachers to instructional trainings, such as AP, and AVID.
 - b. Continue to test all students in reading and math at the beginning of the year and provide support classes if they are low in these areas.
 - c. Continue to refine support systems within the school so all students can partake of them, either virtually or at the school
3. SCHOOL'S OVERALL SCORE goals for school years 2014 and 2015
 - a. 3 to 5 percent growth each year in the following categories:
 - i. Proficiency scores in Math, Science, and English Sage
 - ii. DWA—5th and 8th graders
 - iii. ACT composite scores
 - iv. DIBELS
 - v. Graduation rate
 - b. Improve student engagement rate to:
 - i. 5% transfer rate
 - ii. 90% retention rate
 - iii. 98% ADM vs. Oct. 1 count

We understand the importance of improving our overall academic scores along with our engagement rate. We are grateful for your assistance in the past and we are looking forward to working with you to improve in all academic and engagement categories.